



KES 4312
Health Promotion at Work
Fall 2021 - GPC 105 - MW 11:00-12:15am

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Office Hours: MW 2-4p; T/Th 11a-12p & 2-4pm
Or by appointment
Required Text: No Textbook Required



Permanent link to syllabus: HB2504 WEBSITE
(<https://srinfo.sulross.edu/fs/9798>)

Purpose of the Course

The purpose of this course is to provide students with the necessary skills for the development, delivery, and evaluation of health programs to targeted populations.

Course Description

What role should worksite health promotion play in today's global economy? Worksite health promotion (WHP) is a "combination of educational, organizational, and environmental activities designed to improve the health and safety of employees and their families." Although the growth of WHP programs has been impressive over the past 30 years, some of today's programs lack one or more of the prerequisites needed to achieve their goals in our ever-changing workplaces and economy. This course will cover considerations in planning, implementing and evaluating comprehensive health promotion programs at the worksite, including health risk appraisal, program design and special educational strategies appropriate for the occupational setting.

Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called Compass, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This course, KES 4312 - Health Promotion at Work, is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Course Student Learning Objectives

Upon successful completion of this course students will:

1. Explain why the worksite is an appropriate delivery point for health promotion programs.
2. Determine what activities/programs are appropriate based upon a needs assessment and identify appropriate personnel to deliver the activities.
3. Determine effective methods of identifying and/or developing appropriate health promotion materials or activities.
4. Understand and demonstrate various methods of teaching and educating employee groups through different health promotion strategies.
5. Develop, implement, and evaluate several programs during the semester.
6. Identify resources available related to health promotion.

Standard II

The physical education major understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Competency 009

The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.

Course: Marketable Skills

The following marketable skills are achieved in this course:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Program Learning Outcomes

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).

2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).

3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include lecture and applied learning experiences. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. There is a blackboard section for this course. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or during class.

Attendance

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time and fully participating in class activities. One letter grade will be deducted for every absence after four (4).

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 15 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per above policy.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard – no late work will be accepted without special permission from the instructor

UNIVERSITY POLICIES

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.

- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

SRSU Disability Services SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services.

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning

objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.”

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My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. ©2021

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Outcome Measure	Points Per Item	Number of Items	Available Points
Annotated Bibliography & Lit Review	40	5	200
Educational Material	100	1	100
Group Program	300	1	300
Research Project	100	1	100
Online Class Completion	100	1	100
Final Reflection (QEP requirement)	200	1	200
Total/Final Grade*	-	-	1000

*Letter Grading as per SRSU policy will be used in this course.

**Be sure to complete all assignments by the due date.
Late assignments will not be accepted.**

COURSE REQUIREMENTS

I. Annotated Bibliography and Literature Review. Your group will choose a health promotion topic from the options discussed in class. Each student will find five (5) original research articles related to the topic. You will write a brief summary of each article and then combine the information and write a three (3) page literature review over the topic. A literature review discusses, analyses, and synthesizes published information in a particular subject area.

II. Educational Material. Each small group will create one piece of educational material related to their chosen health promotion topic and based on the content of the literature review. The material can be in any form (video, demonstration, power point, flyer, etc.) A detailed rubric will be provided.

III. Group Program. Each small group will host one (1) health promotion program, challenge, or event. The program must be designed for the Sul Ross faculty and staff and held on campus during business hours. The group with the largest number of participants must still complete all assignments, but will receive an “A” in the class. A detailed rubric will be provided.

IV. Research Project. Each small group will collect some form of data from their group program. The results of the data collection, insights gleaned, and recommendations for next steps for future programs will be presented to the class.

V. Online Course Completion - MOOC Online Course. Each student will independently, in their own time, complete the Harvard University Massive Online Open Course entitled: [Improving Your Business Through a Culture of Health](https://www.edx.org/course/improving-your-business-through-a-culture-of-health). Found at the link below.

Estimated time is: 9 weeks @1-3hr/week.

<https://www.edx.org/course/improving-your-business-through-a-culture-of-health?index=product&queryID=ed17da4a590a9d9cca164fa41f3c5c58&position=10>

VI. Final Reflection. Each student, individually, will create a final reflection analyzing the entire experience, from selecting a health promotion topic, reviewing research, working with a group, analyzing data, and presenting a program to a target audience. This can be in any of the three main communication channels (written, oral or visual) to meet the QEP requirement of the course.

TENTATIVE COURSE CALENDAR

Week	Dates	Content	Due
1	8/23-8/27	M – Time Management/Campus activities & resources W- Goal Setting F – Mindset & Stress Mgmt	Worksheets due
2	8/30-9/3	Choose small groups & practice data analysis	
3	9/6-9/10	Labor Day – No Class Monday The Employers' Case for Workplace Health Promotion	
4	9/13-9/17	Health Assessment	Literature Review Due
5	9/20-9/24	Enhancing Fitness & Physical Activity Sul Ross Rodeo (F)	
6	9/27-10/1	Worksite Nutrition Programs	
7	10/4-10/8	Mental Health & Stress Management in the Workplace Homecoming Week	Educational Material Due
8	10/11-10/15	Tobacco Prevention and Control at Work	
9	10/18-10/22	Theories of Behavior Change & Motivation	Group Program
10	10/25-10/29	Transforming Organizational Cultures KES Program Fair	Group Program
11	11/1-11-5	Challenges & Opportunities for Health Promotion	
12	11/8-11/12	Research Findings	Present Research Findings
13	11/15-11-19	Research Findings	
14	11/22-11/26	Tell me about going to Harvard! Thanksgiving Holiday – No class W	MOOC completion due
15	11/29-12/1	Wed - Last Class Day!	Final Reflection due
16	12/6-12/10	FINAL EXAMS/Graduation	

QEP Mapped Class Cardinal Rubric

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.

<p>Supporting Material</p>	<p>Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline. Sources are consistently attributed.</p>	<p>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility of authority on the topic. Generally attributes sources as appropriate.</p>	<p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.</p>	<p>Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.</p>
<p>Technique</p>	<p>Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.</p>	<p>Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.</p>	<p>Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.</p>	<p>Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.</p>



QEP

Compass: Navigating Excellence through Effective Communication